# Unit Plan Template

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| **Unit Author** | | | | | | | | |
| First and Last Name | | | | | L. Kay DeRosier | | | |
| School District | | | | | Jefferson Davis Parish | | | |
| School Name | | | | | Elton High School | | | |
| School City, State | | | | | Elton, Louisiana | | | |
| **Unit Overview** | | | | | | | | |
| **Unit Title** | | | | | | | | |
| How does written text connect and show distinctiveness between individuals, ideas, and events? | | | | | | | | |
| **Unit Summary** | | | | | | | | |
| This unit focuses on the accurate use of English grammar through the use of words, phrases, and clauses to create cohesion and clarify the relationships among ideas and concepts. Analysis will lead to a discovery that an understanding of English grammar is needed in order to express oneself clearly. Activities will include a variety of comprehension strategies to analyze these effects. This lesson will include an interview with an author where students will use the Showing Evidence Tool to create a visual representation of the results. | | | | | | | | |
| **Subject Area** | | | | | | | | |
| The subject area being targeted is English Language Arts – predominately middle school. | | | | | | | | |
| **Grade Level** | | | | | | | | |
| The targeted grade level for this unit is eighth grade. | | | | | | | | |
| **Approximate Time Needed** | | | | | | | | |
| 5- 50 minute class periods | | | | | | | | |
| **Unit Foundation** | | | | | | | | |
| **Habits of Learning Taxonomy** | | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Bloom's Revised Taxonomy** | **Marzano's  Dimensions of Learning** | **Costa & Kallick’s  16 Habits of Mind** | | | Application/applying-implementing, carrying out, using, executing  Analyzing- comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating  Understanding - Interpreting, Summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying | Acquire and integrate knowledge  Use knowledge meaningfully  Extend and Refine Knowledge | | Gathering data through all senses  Listening with understanding and empathy  Thinking flexibly  Questioning and posing problems  Applying past knowledge to new situations | | | | | | | | | |
| **Targeted Content Standards and Benchmarks** | | | | | | | | |
| 2. Interpret story elements, including:   * stated and implied themes * development of character types (e.g., flat, round, dynamic, static) * effectiveness of plot sequence and/or subplots * the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot * difference in third‑person limited and omniscient points of view * how a theme is developed (ELA‑1‑M2)   3. Interpret literary devices, including:   * allusions * understatement (meiosis) * how word choice and images appeal to the senses and suggest mood and tone * the use of foreshadowing and flashback to direct plot development * the effects of hyperbole and symbolism (ELA‑1‑M2)   4. Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:   * epics * consumer materials * public documents (ELA‑1‑M3)   5. Interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real‑life situations and other texts (ELA‑1‑M4)  10. Explain the relationship between life experiences and texts to generate solutions to problems (ELA‑7‑M2)  11. Use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA‑7‑M2)  12. Evaluate the effectiveness of an author’s purpose (ELA‑7‑M3) | | | | | | |  | | | Draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including public documents (ELA-1-M3) |
| **Student Objectives/Learning Outcomes** | | | | | | | |
| * Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. * Explain the author's use of figurative language. * Compare tone between texts or within a text. * Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. * Explain the purpose of organizational structure in text. * Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. * Explain an author's use of details to support an argument, viewpoint or perspective. * Compare authors' arguments, viewpoints or perspectives. | | | | | | | |
| **Curriculum-Framing Questions** | | | | | | | |
|  | | **Essential Question** | | How are we so different? | | | |
|  | | **Unit Questions** | | How does the use of figurative language enhance a story?  How can a reader determine the author’s viewpoint in a selection?  How does the organizational structure of a text affect the reader’s understanding of it? | | | |
|  | | **Content Questions** | | What is figurative language?  What is tone?  What is an allusion? | | | |
| **Assessment Plan** | | | | | | | |
| **Assessment Timeline** | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | **Before project work begins** | | **Students work on projects and complete tasks** | | **After project work is completed** | | |  | |  | |  | | |  |  |  |  |  |  | | * Brainstorm * Journals * KWL Chart | * Discussion * Review favorite authors | * Journals * Questioning * Peer review * Grammar applications * Interview question checklist | * Complete worksheets * Writers Guide * Short Story and rubric | * Project Rubrics * Final Writing | * Final Journal reflections * Final Test | | | | | | | | | |
| **Assessment Summary** | | | | | | | |
| A variety of questioning strategies help to tap into student’s prior knowledge and prompt student thinking about their ability to express themselves well in writing. Students will study the writing process, write using prompts, and use checklist to self assess their work. Students will also use peer review to give and receive feedback about possible interview questions. After conducting an interview with an author, students will create a Seeing Reason map. Later final journal reflection will be completed for student to recall what he/she has learned through the interview process. | | | | | | | |
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| **Showing Evidence Elements** (Complete this section if this toolwill be used in the unit) | | | | | | | |
| **Showing Evidence Project Name** (For the *Showing Evidence* workspace) | | | | | | | |
| Respect the Differences | | | | | | | |
| **Project Description** (For the *Showing Evidence* workspace) | | | | | | | |
| * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in W.8.1-3.) * With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of L.8.1-3.) * Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | | | | | | | |
| **Prompt** (For the *Showing Evidence* workspace) | | | | | | | |
| How does the accurate use of English grammar through the use of words, phrases, and clauses to create cohesion and clarify help me as a writer convey the relationships among ideas and concepts? | | | | | | | |
| **Practice Case** (For your future quick reference) | | | | | | | |
| Practice Team ID: kay.derosier | | | | | | Password: derosier | |
| Reviewing Team ID: one | | | | | | Password: one | |
| **Claims** | | | | | | | |
| Understanding the accurate use of English grammar will help me write like an author. | | | | | | | |
| **Evidence** | | | | | | | |
| Students will generate 7-10 pieces of evidence from their interview to support and argue against the claim. | | | | | | | |
| **Unit Details** | | | | | | | |
| **Prerequisite Skills** | | | | | | | |
| Students will need a general knowledge of writing and research skills. | | | | | | | |
| **Instructional Procedures** | | | | | | | |
| Through reading, study and author interviews, students will gain a better understanding of the need of the accurate use of English grammar in order to express oneself clearly. First, students will read and discuss some of their favorite stories. Explain to students that good readers question the author throughout the reading process. Engage students. Ask students to open a familiar text and share a question that starts with "Why did you decide to . . .?" for the author. Consider the author's ideas, characters, or writer's craft. Work in pairs. The discussion is to include how the author used figurative language, the tone and purpose. Students will write several short stories with a clear purpose.  Students write author questions. Students work in pairs or table teams to write questions for an author. Using SKYPE, the class will visit with several authors asking their questions. Ask students to discuss the following:  How does questioning the author help us when we read? Explain to students that good readers question the author throughout the reading process. Students will use the Showing Evidence Tool to discuss results of their findings. How does the use of figurative language enhance a story?  How can a reader determine the author’s viewpoint in a selection? How does the organizational structure of a text affect the reader’s understanding of it?  Using the information attained, students will revisit their own stories to develop and strengthened them as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed**.** | | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | | | |
|  | **Resource Student** | | Narrow students’ research focus by assigning specific topics to investigate and question interviewee about  Provide research template to direct student’s research and development of questions  Make heterogeneous groups so a variety of learning styles and abilities are represented in each group | | | | |
|  | **Nonnative English Speaker** | | Provide texts from language of origin  Encourage students to research using native language sources  Enlist the help of students who speak the same language and have greater proficiency in English | | | | |
|  | **Gifted Student** | | Require more in-depth research and analysis on all aspects of their projects  Add an interview with an author. | | | | |
| **Materials and Resources Required For Unit** | | | | | | | |

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| **Printed Materials** | Textbooks, Curriculum Guides, Sample Writings, Grammar Worksheets |
| **Supplies** | none |
| **Technology -Hardware** | Computer with internet access, Web-Cam |
| **Technology -Software** | Word processor for written reports and research.  Computer with internet access. |
| **Internet Resources** | [www.AdoptAnAuthor.com](http://www.AdoptAnAuthor.com)  <http://skypeanauthor.wetpaint.com/> |
| **Other Resources** | Virtual visits with authors to discover how their accurate use of English grammar through the use of words, phrases, and clauses create cohesion and clarify the relationships among ideas and concepts. |

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